

Supporting Teaching & Learning at AI-Forward Institutions

Victoria (Tori) Mondelli, PhD

MU Task Force on AI in the Learning Environment Co-Chair (2024)

MU AI Standing Committee, Chair of the Teaching & Learning Sub-committee
Founding Director, MU Teaching for Learning Center

Affiliated Faculty Member, History Department & Adroit Studios Gaming Lab

Vision, Governance, Policy

AI Standing Committee

Who We Are

- 21 members across campus: faculty, students & staff

What We Do

- Shape AI policy & emerging “best” practices
- Build AI literacy campus-wide
- Coordinate AI governance

Our Approach

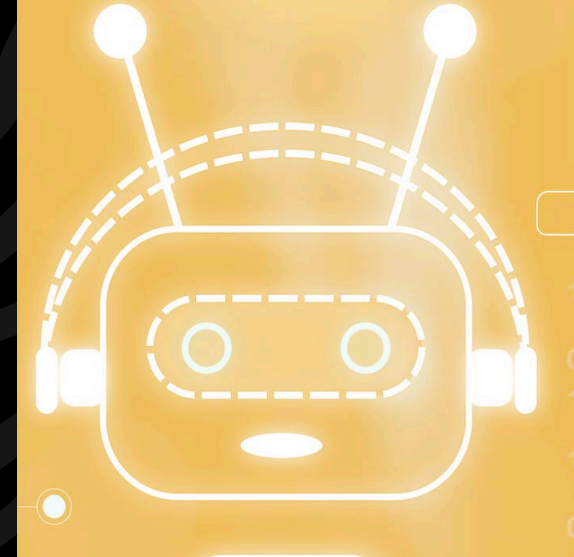
- Proactive, not reactive
- Investing in secure, compliant tools
- Preparing students for AI-enabled careers



AI Standing Committee

AI Resources and Infrastructure

- AI Policy: Guardrails for teaching & learning
- AI Literacy: Prompt-a-Thon, T4LC, AI Certificate
- AI Infrastructure: Show-Me AI, Copilot, Gemini



AI Standing Committee

Additional Goal:

- Pursuing opportunities for industry partnerships, grants, and development


Strategic Imperatives

- Prepare graduates for AI-enabled workforce with critical literacy across all disciplines
- Ensure AI access for all through secure, institution-supported tools

T&L POLICY: MU Student AI Use Scale

Student-centered support for navigating an increasingly complex experience.

LEVEL	STUDENT'S ROLE	AI'S ROLE
0	SOLE AUTHOR Students complete all planning, outlining, drafting, research, analysis, creation, and revision independently of AI. Widely used tools such as spellcheck, grammar check, and web search are allowed unless specifically stated.	None
1	PRIMARY AUTHOR Students generate most core ideas, prose, and content. Students may use AI only for specific, limited support tasks such as organization, proofreading, and formatting.	Editing Assistant
2	COLLABORATING AUTHOR Students actively collaborate with AI on the assignment, using it for partial drafting and content generation while maintaining critical oversight.	Collaborator
3	SUPERVISING AUTHOR Students leverage AI extensively for complex problem-solving, synthesis, and creation. The student serves as the author of record and certifies the accuracy, originality, and ethical use of the final work.	Supervised Agent

 Attribution-NonCommercial-ShareAlike 4.0 International

Adapted from University of Kentucky GAI Use Scale



Proposed AI Detection Tools Policy

Submitted by the Teaching & Learning Sub-committee
to the AI Standing Committee on March 20, 2026

The University of Missouri prohibits the use of AI detection software reports as evidence in academic misconduct proceedings due to documented false positive rates that would generate hundreds of wrongful accusations annually, causing harm to innocent students. Faculty may investigate concerns through traditional methods and use evidence obtained through proper investigation, but AI detection reports alone do not constitute grounds for academic dishonesty charges.

Proposed Grading Policy Prohibiting AI

Submitted by the Teaching & Learning Sub-committee
to the AI Standing Committee on March 20, 2026

In commitment to our students' educational experience, MU educators may not employ AI tools to determine grades on student work such as assignments, quizzes, exams, or projects. Human grading ensures fair treatment of all students and clear accountability for grading decisions. Automated systems may introduce biases and obscure the reasoning behind grades which would compromise the fairness our students deserve. MU educators are solely responsible for determining grades.

Forthcoming Policy Recommendation

The following guidance is under review for AI-assisted **feedback** on student learning.

- Only use MU approved data-protected tools.
- Always retain human judgment.
- Be transparent with students about the use of AI.
- Regularly audit AI systems.
- Continuously monitor and adjust practices based on student experience.

Reference:

Silvestrone, S., & Rubman, J. (2024, May 9). AI-assisted grading: A magic wand or a Pandora's box? *MIT Sloan Teaching & Learning Technologies*.

What's Next?

Faculty Review of Degree Programs

Early conversations with Teaching & Learning Sub-committee

- Structured and guided faculty review of program-level learning objectives to examine, discuss, and identify if/when/where to integrate AI literacies and competencies or to prohibit AI.
- Faculty best equipped for curricular review by discipline, by degree program.
- Opportunity to do a collective deep-dive on what our graduates need (w/ and w/o AI).
- Articulate together *The Why* of where AI is featured in the degree program or omitted.

Tools, Resources & Professional Development

Show-Me AI - MU's Own Walled Garden

- Premium AI models for 1200+ users
- Create & share Assistants across campus
- Classroom Groups allow faculty to manage and share assistants for each class
- Customizable teaching environment
 - More control over AI use on assignments



TEACHING FOR LEARNING CENTER

Resources & Professional Development

- AI Redesign Labs
- AI workshops & presentations
- AI podcasts
- Teaching Strategies & Reflections on AI book
- AI Ethics Canvas Module
- Summer Redesign Institute
- AI Fellows convenings
- Video and audio recordings



UM ACADEMIC TECHNOLOGY

AI Trainings & Resources for Faculty and Students

- Faculty resource page on many aspects of incorporating AI in the classroom
- Past AI session recordings
- Schedule 1 on 1 AI consultations
- AI cookbook with copy and paste recipes for AI use
- Events page with upcoming virtual and in person AI sessions



AI-related Professional Development & Resources

17th Annual Celebration of Teaching Conference on Wednesday, May 20, 2026

Featured Session

***Activating Critical Thinking Capacities
in the Age of AI***

Also, launching Volume 2 of our eBook,
Teaching Strategies & Reflections on AI

Registration is open.
Please be our guest!

